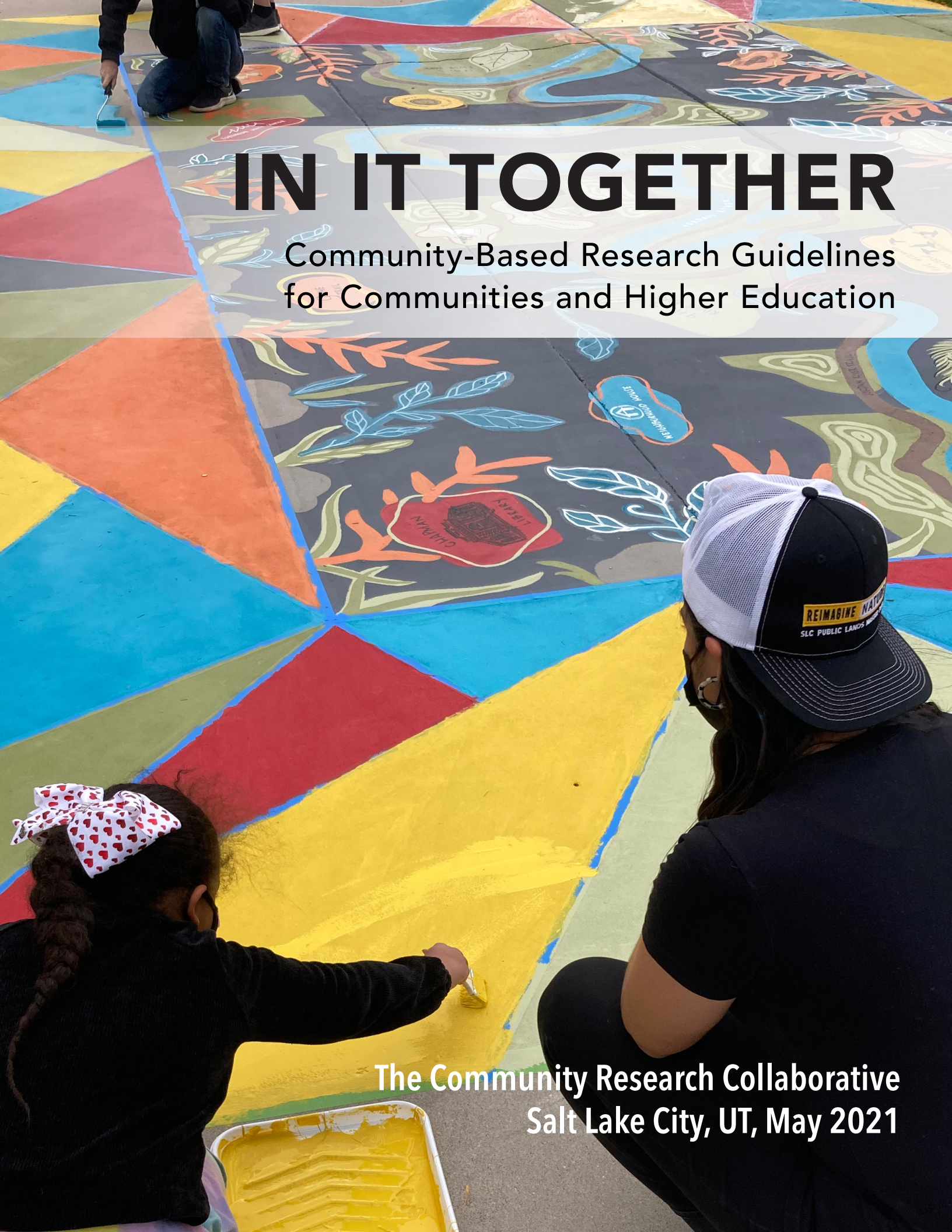


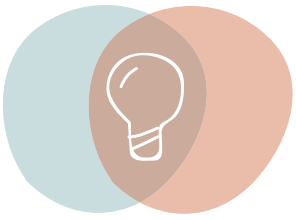
IN IT TOGETHER

Community-Based Research Guidelines for Communities and Higher Education

The Community Research Collaborative
Salt Lake City, UT, May 2021

Cover photo: Claudia Loayza and a young participant contribute to a mural at Poplar Grove Park during an Earth Day Placemaking Event with Re-Imagining Nature SLC. Re-Imagining Nature SLC is a partnership with SLC Public Lands, the College of Architecture & Urban Planning, and University Neighborhood Partners at the University of Utah, aimed at developing a community-driven plan for the future of Salt Lake City's natural lands, urban forest, and city parks. Photographer: Izzy Fuller. Used with permission.

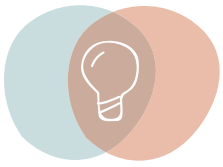
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community
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collaborative

"Solidarity is something that is made and remade
and never just is."

– Ruth Wilson Gilmore



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Javier Alegre
Ana Antunes
Abdulkhaliq Barbaar
Adrienne Cachelin
Marissa Diener
Melsihna Folau
Caren Frost
Ivis Garcia
Sara Hart
Leticia Alvarez Gutiérrez
Paul Kuttner
Siosaia Langi
Joél-Léhi Organista
Julie Metos
Ed Napia
Tino Nyawelo
Susie Porter
Anahy Salcedo
Lamar Spotted Elk
Mehdi Taheri
Laneta Fitisemanu
Andi Witczak

Ex Officio Members

Jennifer Mayer-Glenn
Dean McGovern
Keith Diaz Moore
Kathryn Bond Stockton
Andrew Weyrich

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Hailey Leek
Juliemar Colon Medina
Isabel Teresa Molina
Nalini Nadkarni
Nikki Navio
Kevin Nguyen
Melanie Pehrson
Alicia Ramirez
Kimberly Schmit
Priyanka Siriki
Megan Spencer
Kiana Taheri
Laira VanDeWiele
Windya Welideniya









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INTRODUCTION

Community-based research (CBR) is in high demand. More and more, communities and academic researchers are partnering in order to learn about and address real-world issues.

CBR is being used to:

- Translate scientific knowledge into practice
- Support organizing and movement building
- Impact policy
- Guide community and economic development
- Foster learning and personal transformation
- Build trust with communities harmed by past research
- Improve organizations
- Strengthen communities
- Enrich our understanding of the world

Today, we are wrestling with deep-rooted inequities and global challenges that defy simple answers. CBR can be a powerful way to address these challenges by harnessing our collective knowledge and resources. Unfortunately, not everything that goes under the name "community-based research" lives up to the promise. More support is needed to help this work flourish.

These guidelines, developed by a community-campus collective, offer advice for both community-based and campus-based people who want to do collaborative research. This is an updated and revised version of the 2007 University Neighborhood Partners report, *Guidelines for Community-Based Research*. This new version includes an expanded set of principles and integrates lessons learned from the growth of CBR over the last 15 years.

WHAT IS COMMUNITY-BASED RESEARCH?

The term community-based research refers to a large family of research approaches, each with its own history. These approaches were developed by people working in health, education, activism, social work, community development, human psychology, and many other areas. Some of the many terms you might hear are action research, community-based participatory research, translational research, community-engaged research, participatory action research, teacher research, and action science.[1]

> What these approaches share is a commitment to not only understand or explore an issue, but also to implement solutions.

What these approaches share is a commitment to not only understand or explore an issue, but also to implement solutions. They focus on questions that are meaningful to a community and engage both professional academics and community members as experts. Partners share power and collaborate to develop and carry out the research together.

CBR does not always involve institutions of higher education. However, our focus is on partnerships between communities and university/college researchers. The principles may be useful in other contexts.

DEFINING OUR TERMS

What do we mean by community? Communities are groups of people who have shared identities or experiences. A community can be defined based on geography, ethnicity, organizational affiliation, sexuality, profession, indigenous tribe, and many other characteristics. In CBR, you need to start with a clear understanding of what communities you are working within.[2]

What do we mean by research? Research is a process of "inquiring into, or investigating something in a systematic manner."[3] It involves asking questions, gathering information, and using it to answer or further develop the questions. All communities carry out research. Our focus is on research involving formal academic and scientific methods, though it may also include other forms of knowledge building practiced in the community. The form that research takes in CBR depends on the questions asked, the goals, and the disciplines and communities involved.

What do we mean by partners? Partners are people directly involved in creating and carrying out CBR. *Campus-based* partners usually include faculty and may include students, staff, and even whole departments. *Community-based* partners are people who represent or connect the project with the larger communities involved. They might be community-based organizations, formal or informal leaders, or members who are stepping into leadership through the research.

STARTING A CBR PROJECT

CBR partners come together in many different ways, for example:

- A nonprofit organization reaches out to a University department to ask for help evaluating their programs.
- An advocacy group asks a faculty member they know to help them gather data to support their campaign.
- A scientist reaches out to community leaders for help communicating with the public about science.
- A professor asks a school district if they can develop experiential learning opportunities for her students.
- A local government agency puts out a call for researchers to help engage communities in a planning process.

Whatever brings you and your partners together, these guidelines can help you take full advantage of the knowledge and impact CBR can create.

IN IT TOGETHER

We often talk about "the community" and "the university" as if they were two separate things. They are not.

Universities are part of the cities and regions where they are located and are impacted by the same forces affecting the larger community. Local residents are valuable parts of the University community as students, staff, faculty, and partners, and are impacted by University decisions.

We are truly in this together.

SIX PRINCIPLES OF CBR



SHARED GOALS AND VALUES

CBR is driven by goals and values that are explicitly shared among partners.

Partners come to agreement on shared goals. These usually include both addressing community priorities or social issues and adding to academic knowledge. Partners also agree on shared values for the project. While values may differ across projects, there are some values inherent in CBR. For example, CBR values diverse ways of knowing and types of expertise.



COMMUNITY STRENGTHS

CBR builds on the strengths, knowledge, and cultures of the communities involved.

Academics and communities bring knowledge, expertise, skills, and other gifts to research. CBR projects identify and build on the strengths of communities, and are designed to be inclusive of community cultures. This requires partners to understand and affirm the diverse cultures around the table, while recognizing their own cultural assumptions and biases.



EQUITABLE COLLABORATION

Partners share power and work together to develop and carry out CBR.

CBR is about researching *with* people rather than *on* people. While partners often play different roles, nobody is left out of key decisions. Collaboration requires open and regular communication. It may require interpretation across languages and cultures. It demands we acknowledge power dynamics and work to share power.



COLLECTIVE BENEFIT

All partners should see benefits from the process and outcomes of CBR.

Just as all partners contribute to CBR, all partners benefit. Benefits may go to individuals, organizations, communities, society, or the land. Partners decide for themselves what benefits they want to see and what risks they will take. This principle shifts the usually unequal distribution of benefits between academics and communities.



TRUSTING RELATIONSHIPS

CBR requires open, trusting, ongoing relationships.

CBR requires relationships built on honesty, trust, and learning from one another. Without relationships, the other principles are not possible. There are people who can jump-start and support the relationship building process, but it still takes time and effort: showing up, being genuine, and being accountable. Relationship building needs to be worked into a research plan and timeline.



ACCESSIBLE RESULTS

CBR is shared in ways that are accessible and useful to all partners.

The results of CBR are meant to be used by the community and contribute to academic knowledge. That means creating products for multiple audiences. Community-facing products can be used to support advocacy, practice, program design, education, etc. Products need to be timely and in formats that fit the cultures of the communities.

GUIDING PRINCIPLES

Because CBR can look so many different ways, we cannot offer step-by-step instructions that would apply to all projects. Instead, we offer a set of six guiding principles, along with examples of the principles in action. These principles will be practiced differently depending on your community, topic, research approach, and goal.

We developed these principles through an eight-month process that included:

- Sharing our own good and bad experiences with research partnerships
- Reviewing the university's 2007 guidelines as well as other guidelines published by groups around the world (See p. 22 for full list)
- Selecting and fleshing out our six principles
- Collectively drafting and editing the document
- Getting feedback from members of our communities and other experts

This report is just our first product. We plan to create multiple products for different audiences. One product will be an evolving website that includes videos, stories, templates, places to publish, and links to other resources from the University of Utah and around the world.

A NOTE ABOUT TIME & RESOURCES

Implementing these principles takes time. It involves relationship building, learning, and negotiating. It requires sharing research products in multiple ways. This work, and the resources to support people doing it, need to be considered when creating a timeline or budget. As you'll see in these pages, it is time well spent. The extra time and resources yield better data, deeper understanding, personal growth, practical applications, increased impact, and opportunities for future collaboration.



"Community-based research may take longer than just hiring an expert to come up with a plan. But it is also more meaningful and yields more results. Because, when the community comes up with its own solutions, it creates buy-in. It creates excitement, opportunity, and optimism."

— Javier Alegre, Latino Behavioral Health Services

PRINCIPLE 1

SHARED GOALS & VALUES

Community-based research is driven by goals and values that are explicitly shared among partners

People take part in CBR for many different reasons. Individuals may have personal goals such as learning a new skill, or professional goals such as earning tenure. They may be driven by an organizational mission, or by a personal commitment to addressing an issue.

Before beginning CBR, partners need to come to agreement on a set of shared goals for the project. Goals of CBR often include both:

1. Addressing community priorities and social issues, and
2. Adding to academic knowledge and learning.

Partners need to have open and honest dialogue, asking questions such as:

- Why am I part of this project?
- Why are we working together?
- What do we hope to achieve?
- What impact do we hope to have?

Goals can change over time, but partners need a shared purpose or mission as a starting point. This purpose can be written into a formal partnership agreement (see Appendix A). Later on, this will help the group evaluate the extent to which they achieved what they set out to achieve.



"Research inherently comes from a place of not knowing and of curiosity. I recommend starting CBR from a place of shared curiosity and a desire to understand, change, and/or find solutions. Ensure that the matter at hand is a priority for the community, that they want to spend their time researching it and finding solutions."

— Kiana Taheri, CRC Reviewer

THE PRINCIPLE IN ACTION

A group of residents wants to partner with researchers in urban planning to address homelessness in their neighborhood. All agree that homelessness is a problem. However, through their initial discussions they realize that there are some conflicting goals and values within the group.

Some want to research effective ways of housing people to keep them as part of the neighborhood. They see rising housing prices as a threat, and are interested in affordable housing. Other people worry that affordable housing will decrease property values in the neighborhood. They see gentrification as inevitable, and want to look into more policing and mental health care to address issues arising from homelessness.

The partners begin worrying that the partnership is not going to work. However, they keep talking and discover that they do share values around democracy, inclusion, and open-mindedness. They design a project that explores the root causes of homelessness. And, they invite homeless advocates and people experiencing homelessness to be part of the partnership.[4]

SHARED VALUES

Partners should also discuss their values and identify shared values they want to use to drive the project.

Research is carried out by humans. Our values and beliefs affect all of our decisions including what we study, who we engage, how we choose our questions, and how we collect data. Because CBR is collaborative and often includes people with very different backgrounds, partners need to be explicit about these values.

Partners do not need to have the exact same values and beliefs. In fact, having diverse perspectives is one of the strengths of CBR. However, some level of agreement is necessary for a collaboration to be successful.

Some values are common across research approaches. For example, all good research projects share the value of open-mindedness. Some values are inherent in the CBR approach, such as those listed on this page. And some values are specific to the cultures of the communities involved, as we explore in the next principle.

THE VALUES OF CBR

Some values are embedded in the DNA of CBR. These values include, but are not limited to:

- The validity of diverse ways of knowing and types of expertise
- The rights of people to have a say in the systems that impact them
- The importance of centering people and perspectives that have been marginalized in research
- A desire to learn from others
- The importance of community as a social unit
- A willingness to reconsider assumptions and biases

PRINCIPLE 2

COMMUNITY STRENGTHS

Community-based research builds on the strengths, knowledge, and cultures of the communities involved

CBR recognizes that academics are not the only source of expertise for doing research. Communities have knowledge, expertise, skills, and other gifts that they use to understand and address issues that affect them.

Professional researchers bring valuable strengths to CBR, such as:

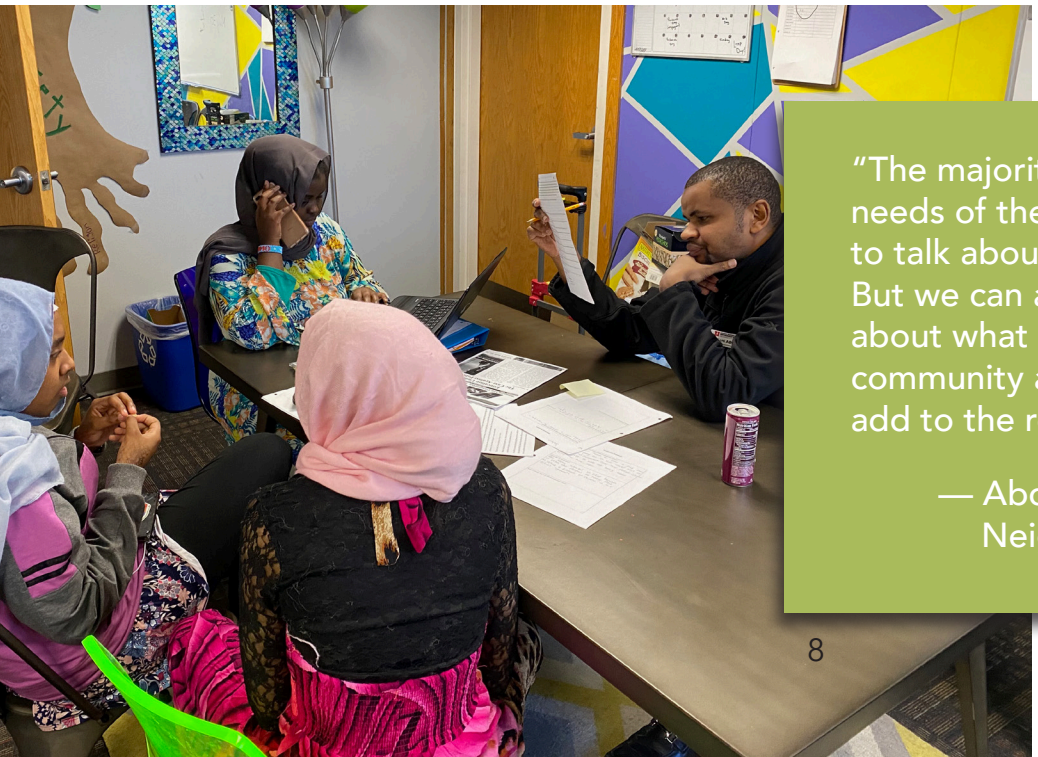
- Knowledge of their discipline or field
- Expertise in research methods and ethics
- Access to university resources
- Experience getting funding for research
- Professional networks

Community-based partners also bring strengths, which outside academics often lack, such as:

- Knowledge of community history and culture
- Knowledge of the land and its people
- Relationships in the community
- Access to community organizations
- Cultural lenses different from an outside researcher's
- Professional and job-based knowledge
- Epistemologies (ways of knowing) and methods of research native to the community

IDENTIFYING STRENGTHS

In CBR, the goal is to leverage both academic and community strengths. To do this, partners need opportunities to understand and affirm one another's cultures, identities, and perspectives. One great way to do this is through storytelling. Through stories, partners can give each other a better understanding of who they are and how they see the world. They can explore the similarities and differences across cultures — including the culture of academia.



"The majority of research talks about the needs of the community. And it is good to talk about what the community needs. But we can address those needs by talking about what are the strengths of the community and what the community will add to the research."

— Abdulkhaliq Barbaar, University Neighborhood Partners

THE PRINCIPLE IN ACTION

Indigenous leaders and university researchers launch a project about education. They recognize that indigenous peoples have long practiced their own methods of research and knowledge sharing, and want to build on those methods. So, rather than doing focus groups — with one researcher asking a set of questions to participants — they run "circles" in which all members have an equal chance to speak. This method builds from traditional indigenous talking circle practices and emphasizes storytelling. Through personal and traditional stories, participants share intergenerational knowledge and make collective sense of their histories and lived experiences. They are not research "subjects" but rather co-analysts of their own educational practices.[5]

Partners also need an understanding of the strengths and cultures of the broader communities they are working with. For example, who are respected leaders in the community? Where does the community gather? Who in the community has knowledge on the research topic? Where are community members already creating inventive and innovative solutions? Community-based partners can take the lead in this, but they can also benefit from learning more about their own communities. This can be done through processes like asset mapping (see box to the right).

This work requires partners to have cultural humility: an honest interest in one another and a willingness to question cultural assumptions.[6] It also requires an understanding that culture is complex and evolving. There is no one "Latinx" or "Polynesian" culture. People need opportunities to teach others about their background, culture, and identity in their own words.

CULTURALLY-ROOTED RESEARCH

When partners have a good understanding and appreciation for community cultures, they can design research methods that are inclusive of those cultures. Sometimes, traditional research methods are very alien to the way people are used to talking and interacting. How could those methods be adapted so that community members feel comfortable and welcomed? Or, to take it a step further, how are members of the community already creating and sharing knowledge? How could the project include those methods of inquiry?

ASSET MAPPING

Asset maps can be useful for identifying community strengths that could be mobilized for a CBR project.

In asset mapping, partners collaborate to identify assets and gifts in the community. Assets might include organizations, networks, leaders, individual knowledge, cultural practices, physical spaces, etc.

Partners can begin by mapping out what they already know. They can increase their knowledge by inviting other community members and people who work in the community to share their knowledge. The map can keep growing over time.

For instructions and examples, check out these resources from the Asset Based Community Development Institute: https://resources.depaul.edu/abcd-institute/resources/Pages/tool-kit.aspx

PRINCIPLE 3

EQUITABLE COLLABORATION

Partners share power and work together to develop and carry out community-based research

CBR is a collaborative process. While partners often play different roles, nobody is left out of key decisions. This is why CBR is sometimes described as research *with people*, rather than research *on people* or *for people*.

Equitable collaboration means partners share ownership of the research. What that looks like in practice can vary widely. In some cases, community-based and campus-based partners are "co-researchers." They work as a team to design the study, collect data, analyze data, and co-author reports. In other cases, partners divide up the work. For example, a campus-based researcher may take the lead on survey design and analysis, while community-based partners focus on sharing the survey and taking action on the findings.

The important thing is that partners develop the plan together, and that no partner is able to push their agenda over the interests and concerns of the others. It is also vital that partner roles take into account people's lives and any limitations they might face related to time, scheduling, finances, etc.

COMMUNICATION

Collaboration relies on open and transparent communication among partners. There can be no secrets or hidden agendas. Regular meetings are critical to keep communication flowing. In the beginning, meetings are a chance to:

- Identify goals and values
- Build relationships and trust
- Assign roles and responsibilities
- Plan the research
- Identify potential challenges
- Learn from one another so there is a shared understanding of the why, what, and how of the project.

As the project progresses, continued communication is needed to address any changes, obstacles, or opportunities that arise. It is also valuable for partners to get input on plans, initial analysis, or even raw data from the broader

"One of the values by which we operate is that when we come to the table, researchers and community people and government representatives, we come together as equals. Each has expertise in a certain area, but no entity has more capitalizable value than the other."

— Ed Napia, Community Faces of Utah



"An early foundational element of any partnership should be clear plans for communication. Have regular, in-depth check-ins where you ask, "What's working for you? What's not working for you? What's worrying you?" And, discuss each other's structural challenges. For me, I have an academic calendar and can't have students outside of that calendar. And our partners have similar structural challenges."

— Sara Hart, College of Nursing

communities they are working with, for example through public meetings.

To communicate effectively, partners may need support with interpretation. This is true not only when partners speak different languages, but also when partners have different norms, cultural practices, and professional jargon.

ACKNOWLEDGING & SHARING POWER

Research partnerships are influenced by the larger social systems that privilege some groups over others. Partners need to see one another as full people, and have honest discussions about power dynamics within the project related to ethnicity, gender, education, racialization, language, national origin, age, socioeconomic status, ability, neurodiversity, sexuality, etc.

Power dynamics will never go away, but there are strategies to help equalize power such as:

- Meeting norms and facilitation practices that ensure equitable participation and elevate community perspectives
- Workshops that help partners examine their implicit biases, assumptions, and privileges
- A written partnership agreement

PARTNERSHIP AGREEMENTS

A partnership agreement, or memorandum of understanding (MOU), is a written document describing the partnership. Partnership agreements help partners get on the same page, address challenging questions up front, and hold one another accountable. Agreements should address questions such as:

- What are the goals of the partnership?
- What values drive our collaboration?
- What are the roles, responsibilities, and expectations of each partner?
- What strengths, resources, and assets will each parter bring to the table?
- How will decisions be made?
- What direct payments or other benefits will go to partners?
- How will data be stored and owned?
- What products will be created and how will authorship be attributed?

See Appendix A for a partnership agreement template.

TIPS FOR COMMUNITIES REACHING OUT TO RESEARCHERS

- Consider your goals for the project and what outcomes you hope for.
- Consider the kind of research you want to do. Do you want it to be quantitative, using numbers and statistics? Or qualitative, gathering stories and experiences? Something involving arts and creativity? A blend of approaches?
- Consider how involved you want to be in each step of the process: planning the project, designing the methods, collecting data, analyzing data, sharing findings, and taking action.
- Research different faculty online. Most faculty have a web page at their institution that describes the topics they research. See if they have been involved in community partnerships.
- Ask other community groups if they have had good experiences with any researchers.
- If your local universities have community engagement centers, reach out to them. They often have relationships with many different faculty. (See p. 16)
- Consider what aspects of the community the researcher needs to understand up front.
- Invite the researcher to come to an event or meeting in the community.

For more advice on partnering with researchers, check out Building Successful Collaborations with Researchers by Community Faces of Utah, University of Utah Health, and Health Insights.

TIPS FOR RESEARCHERS REACHING OUT TO COMMUNITIES

- Consider what community you want to work with and do background research. Talk to other researchers who have worked with that community. Reflect on connections and experiences you have had with that community.
- Identify existing leaders and organizations in the community to reach out to.
- If your university has a community engagement center, reach out to them. They can often introduce you to community partners and even support your project. (See p. 16)
- Be ready to tell your story: Why do you do the work you do and why are you reaching out?
- You can present ideas to potential partners, but be ready to change them once you get feedback and learn more about the community.
- If there are public events in the community, attend them. Stick around to help clean up.
- If at all possible, begin reaching out before you write a research grant so that you can design the project and budget with the community.

For more advice on partnering with communities, check out Building Successful Collaborations with Communities by Community Faces of Utah, University of Utah Health, and Health Insights.

QUESTIONS FOR PARTNERS TO DISCUSS WHEN BEGINNING A COMMUNITY-BASED RESEARCH PROJECT



What are the goals of this project?
How does this project fit with our personal or organizational missions?
How will we know that the project was successful?
What values are important for this collaboration to be successful?



What strengths and resources do each of us as individuals bring to the project?
Which communities are we part of and what are their strengths?
What biases and assumptions might we have that could hinder this work?
What do we need to learn from each other to do this work well?



What are the roles and expectations of each partner?
How do we want to communicate? What interpretation will be necessary?
How will decisions be made?
What norms and practices should we have in our meetings?



What do each of us hope to gain by being a part of the project?
What impacts do we want this project to have?
What resources or supports are needed to help everyone participate?
How will people be compensated and recognized for their work?



Where in our plan have we created time for relationship building?
What are our stories and how did we come to this work?
What are our hesitations or concerns as we begin working together?
What is the plan for our partnership after the project is done?



What audiences do we want to reach with this project?
What kind of products would help us reach those audiences?
When will the larger community have a chance to see the data or results?
What will happen with the data from this project? Who will own it?

PRINCIPLE 4

COLLECTIVE BENEFIT

All partners should see benefits from the process and outcomes of community-based research

CBR projects are reciprocal. Just as all partners contribute to the research, all partners benefit. These benefits may go to individuals, organizations, communities, society, or the land. This principle is related to the traditional research principle of "beneficence," which says that researchers must do their best to minimize risks and maximize benefits to participants.[7] However, collective benefit goes farther.

With collective benefit, partners decide for themselves what benefits they want to see from the project and what risks they are willing to take. For example, if a project aims to positively impact a community, members of that community should define the desired outcomes.

Collective benefit is also about changing the usually unequal distribution of benefits between academics and communities. Often, communities who are the subject of research say they get little direct benefit out of their participation. They may not even learn what the findings were. Such research may still contribute to long-term changes that improve lives. But, in CBR, partners recognize that there are many ways that research can directly benefit communities as well.

EXAMPLES OF BENEFITS

On the next page we list examples of the benefits CBR can offer. Some benefits come from the research process, such as individual learning and growth. Some come from the outputs of research, such as a report that an organization can use in advocacy. Some are individual, like authorship on publications. Some are collective, like equity-based social change.

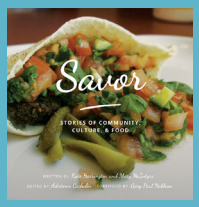
Not every benefit will go to every partner, and not all benefits are possible for all projects. For example, funding limitations can make it hard to pay community-based partners. That is why it is important to discuss benefits early on and include necessary funds in grant proposals. It is also helpful when benefits are clearly spelled out in a partnership agreement and revisited.



"We feel tired of university folks asking us to be part of studies, but not coming back later and sharing the results. We don't really know how it benefits us in the long run. Even just getting credit for our work would be helpful. And, how are you partnering with the community to address whatever it is you discovered?"

— Laneta Fitisemanu, Utah Pacific Islander Health Coalition

THE PRINCIPLE IN ACTION



Faculty and student researchers partner with a community center to understand food access and preparation in an area categorized by the USDA as a "food desert." The community center suggests they create a cookbook highlighting the ethnic diversity of the neighborhood thus providing an engaging context for interviews. The faculty member and students get funds to pay for ingredients and publication. The center gets cookbooks showcasing its work, and the books are sold in local bookstores and restaurants to raise funds for the center. Local residents are featured and celebrated in the book. Students and faculty learn more about research methods, foodways, and the community, and publish a journal article. Partners are credited for their work. They build lasting relationships that lead, in later years, to other research projects.[7]

BENEFITS THAT COULD BE MEANINGFUL TO:

ALL PARTNERS

- Individual learning and growth
- Public recognition
- Translation of research into practice
- Mobilization of community assets
- Grant resources
- Stronger relationships and a more unified community
- Authorship on publications
- Production and dissemination of new knowledge and processes
- Equity-based social change
- Groundwork for future partnerships

COMMUNITY-BASED PARTNERS

- Opportunities to answer questions that are meaningful to the community
- Pay for their work
- College credits
- Training in research methods
- Technical assistance (e.g., grant writing)
- Student volunteers
- Products that help achieve their mission (e.g., reports used for advocacy efforts)
- Space for community use
- Reduced tuition/scholarships
- Access to academic resources (e.g., research databases)
- Pathways to a university education
- Opportunities to introduce community knowledge into academic scholarship

CAMPUS-BASED PARTNERS

- Meaning and motivation for an academic's career or student's course of study
- New community connections
- Professional advancement
- Enhancement of student experiences and learning
- Publishable lines of research
- Improving the reputation of the institution in the community
- Attracting and retaining students, faculty, and staff from communities who have been marginalized in higher education (e.g., students of color)

PRINCIPLE 5

TRUSTING RELATIONSHIPS

Community-based research requires open, trusting, ongoing relationships

Relationships are the foundation on which all the other principles in this report are possible. CBR requires relationships that are built on honesty, trust, and an interest in learning from one another. When partners work together on a project they are becoming, at least partially, members of one another's communities.

However, relationships can be challenging, particularly when outside researchers partner with communities facing marginalization and oppression. There is often tension and distrust between communities and universities because of the long history of researchers doing harm in the name of science[9] and the racism and exclusion built into the higher education system.[10]

RELATIONSHIP FACILITATORS AT THE U

These offices at the University of Utah can help facilitate CBR relationships:
University Neighborhood Partners supports partnerships between UofU and west side Salt Lake City neighborhoods.
The Bennion Center supports faculty and students to create community-engaged learning and research opportunities.
CCTS Community Collaboration & Engagement Team connects researchers and communities around health research.
Huntsman Cancer Center Community Engagement & Outreach brings researchers and community organizations together to find health solutions.

BUILDING RELATIONSHIPS

Relationships in CBR do not just happen. They take explicit effort. Some of this can be done in formal meetings, for example through story sharing and check-ins. But, it also requires more informal interactions: chatting in the parking lot after a meeting, attending one another's events, having a meal together, etc.

Building relationships requires showing up. But, just as important is how we show up. To build trusting relationships, partners must be:

- Genuine about why they are there
- Present and engaged in what is happening
- Willing to engage in discussions about power and privilege
- Accountable for what they say they will do
- Able to hear and respond to feedback
- Ready to listen and learn from others

MAKING THE TIME

Building trusting relationships cannot be rushed. It is about engaging consistently, in multiple ways, over time. Many projects have failed because relationship building was rushed due to grant deadlines or other pressures. Often, partners begin getting to know each other before a project is even conceived. That way, research ideas emerge from the relationship and, when opportunities arise, trust is already built. For example, a researcher might begin scheduling get-to-know-you meetings and volunteering with an organization whose mission relates to their research topics.

THE PRINCIPLE IN ACTION

A housing facility for people experiencing homelessness has an unexpected number of resident deaths one year. The director reaches out to a nursing faculty member for support. The faculty member and her students work with the facility to analyze the root causes. They look at resources needed to avoid future deaths and grief support for case workers and residents. Based on their findings, the partners collaborate on a grant. They begin a program in which nursing students work directly with residents and staff to address resident health issues and coordinate healthcare. The program runs for three years. Then, there are changes in leadership for both partners. Funding for the program ends when the university shifts its funding focus. The partners try to maintain the partnership but it starts to "fizzle out." After the program ends, the partners wonder if they could have done anything to keep the program going, or this was the "natural end."[11]

Sometimes partners start a project without a relationship. Perhaps a community group reaches out to a department with an idea already in mind. In that case, it is even more important to plan time for relationship building. However, relationship building is not a "phase" of a project: relationships need attention and strengthening throughout the project.

ONGOING RELATIONSHIPS

Relationships in CBR do not suddenly end just because a project is over. In fact, successful partnerships often evolve and grow over long periods of time. Partners get better at working together and can have an even larger impact.

Partners may continue working together to take action on the research findings. Or, they might launch a new project based on questions that came up in the first one. Or, they may just stay in touch, looking for ways to support one another and work together in the future.

Of course, not all relationships last. Sometimes the partnership is not a good fit. Sometimes people move. Sometimes organizational leadership changes. For many reasons, partnerships may end. In that case, it is important that the partnership is ended respectfully and openly.

RELATIONSHIP FACILITATORS

Relationship facilitators are people who can jump-start and support the relationship building process. Many universities have community engagement centers that can act as matchmakers between communities and faculty. Similarly, there are often leaders in a community who know the university and can make those connections. These facilitators can also help keep a partnership going when individual people leave. However, this does not replace the need for partners to build their own relationships.



PRINCIPLE 6

ACCESSIBLE RESULTS

Community-based research is shared in ways that are accessible and useful to all partners

The results of CBR are meant to be used by the community *and* contribute to academic knowledge. That usually means creating multiple products for multiple audiences.

Some CBR products are mainly for academic audiences, such as journal articles, academic books, and conference presentations. Through these products, partners can influence other researchers and get their work into college classrooms. Academic publishing can give partners the legitimacy they need to influence policy. And, these are the kind of products that faculty have to produce as part of their job.

However, these products are not very accessible to communities outside higher education. Nor are these products very useful when it comes to the next step in CBR: taking action. Partners may want to use the research findings to support policy advocacy, design a new program, influence professional practice, educate people about an issue, etc. So, there is a need for products that are community-facing — accessible, useful, and designed for the communities involved.

COMMUNITY-FACING PRODUCTS

Community-facing products should consider the needs and cultures of the communities. Examples can include public presentations, videos, policy reports, social media postings, articles in local newspapers and media outlets, lesson plans, home visits, arts-based products, and more. Get creative! Avoid jargon. Use plain language and readable graphics. Translate into all appropriate languages. Consider how gen-



"Knowledge is power. When we democratize knowledge we are taking steps to make sure that communities have access to decision making tools and therefore to power for self governance and advocacy"

— Ana Antunes, Gender Studies

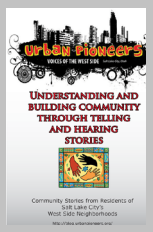
EXAMPLES OF COMMUNITY-FACING PRODUCTS



Culturally-relevant facilitation tools for Pacific Islander communities to gather and address maternal and child health.



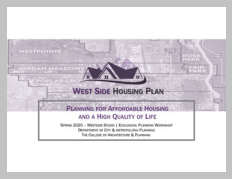
A bilingual comic book families of school children can use to engage other families in making their voices heard in schools.



A book of stories from neighborhood residents and university students, gathered to help build intercultural community.



A video created by youth researchers examining racism and stereotypes in their schools.



A report presented to the city with recommendations to address housing affordability and homelessness.



A curated show at a museum featuring hijabs created by young Muslim women.



A mental health curriculum for young people about building emotional intelligence.

erations consume information differently. See if you can take advantage of existing community events and communication channels.

Disseminating these products often requires money, for example to print reports, produce a video, or offer childcare for people coming to a presentation. It also takes time. Make sure dissemination is in your budget and timeline from the beginning. There are also organizations that publish and peer-review community-facing CBR products, like Community Campus Partnerships for Health's site http://www.ces4health.info/

For research to be useful to community, it needs to be timely. If results are delivered too late, the potential impact of the research may be diminished. Also, it is good practice to share findings with the broader community (not just the main partners) and offer chances to comment and point out issues before anything is published for other audiences. They were part of producing the knowledge and have the right to be first in line to see and respond to the outcomes.

BENEFITS OF ACCESSIBILITY

In addition to being immediately useful to partners, there are a lot of benefits to creating research products for non-academic audiences. It can help build trust and accountability between communities and researchers. It can ensure that research has a sustained life in the community rather than sitting on a dusty shelf. It can increase the accuracy of results when communities — and not just academic reviewers — are able to comment and respond. And it amplifies the chance of having a real impact on the world.

The open access movement is working to making traditional research products free to everyone. Read more at https://www.open-access.nl/en/what-is-open-access

APPENDIX A

Partnership Agreement (Template)

Between (Partner A, Partner B, etc.)
(Date) to (Date)

Partnership Mission
- What is the overall purpose of the partnership?
- What questions is it trying to answer?
- What issues is it meant to address?

Partner Missions and Goals
- What is each partner's mission or goal and how does this partnership help them reach it?
- What are each partner's reasons for joining the partnership?

Partnership Values
- What are the shared values that guide the partnership?

Goals and Outcomes
- What goals do partners hope to achieve over the course of this agreement?
- What measurable outcomes will let them know they are achieving their goals?
- What articles, reports, or other products will be created and how will they be disseminated?
- When do partners hope to see these outcomes and products?

Roles & Responsibilities
- What roles will each partner play in the partnership?
- What responsibilities will each partner take on?
- What other expectations do the partners have of themselves and each other?
- How and by whom will decisions be made?

Funding and Support
- What funding is needed for the process and outcomes of the project?
- What financial or in-kind resources will each partner bring to the partnership?
- Who will be compensated for their work and how?
- What other supports do partners need to fulfill their roles?

Communication Plan

- How will the partners communicate with one another?
- When will partners meet?
- How often will partners review how the partnership is going and make changes if needed?

Data & Credit

- Who will own the data?
- How will it be protected and kept confidential?
- How will partners' receive credit for their work?
- How will authorship look on any published materials?

By signing below, (Partner A, Partner B, etc.) agree to fulfill the above commitments to the best of their abilities. This is not a binding legal contract. It can be changed at any time with the agreement of all partners. If commitments are not met or partners can no longer fulfill their commitments, each partner has the right to suspend the collaboration until a new partnership agreement can be established.

Partner A:

_____	_____	_____	_____
Name	Organization/Institution	Signature	Date

Partner B:

_____	_____	_____	_____
Name	Organization/Institution	Signature	Date

ABOUT THE PARTNERSHIP AGREEMENT TEMPLATE

This template for a partnership agreement, or memorandum of understanding (MOU), is adapted from the agreements used by University Neighborhood Partners and Celina Su's *Towards New Ethics Protocols for Community-Based Research*. Read the full paper for a more in-depth discussion of research ethics and agreements. These are just suggestions for topics to include. Agreements should be adapted to the needs and concerns of specific partnerships.

SOURCES

The following publications were reviewed in the process of developing these guidelines:

Applying a Community-Based Participatory Research Framework to Patient and Family Engagement in the Development of Patient-Centered Outcomes Research and Practice by Simona C. Kwon, Shiv Darius Tandon, Nadia Islam, Lindsey Riley, and Chau Trinh-Shevrin, 2018

A Bridge between Communities: Video-Making Using Principles of Community-Based Participatory Research by Vivian Chávez, Barbara Israel, Alex J. Allen, III, Maggie Floyd DeCarlo, Richard Lichtenstein, Amy Schulz, Irene S. Bayer and Robert McGranaghan, 2004

Building Successful Collaborations with Communities by Community Faces of Utah, University of Utah Health, and Health Insights, 2018

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Co-Inquiry Toolkit: Community-University Participatory Research Partnerships: Co-inquiry and Related Approaches compiled by Andrea Armstrong and Sarah Banks for Beacon North East, 2011

Community-Based Participatory Research: An Overview for Application in Department of Defense/Veterans Affairs Research by Erin N. Haynes, 2015

Community-Based Research Principles by The Detroit Community Academic Urban Research Center, 2011

A Community Coalition Board Creates a Set of Values for Community-Based Research by Daniel S. Blumenthal, 2005

Community Partnership Guide for Engaging with Academic Researchers by the Institute of Translational Health Sciences, University of Washington, 2018

A Framework for Building Research Partnerships with First Nations Communities by Lalita Bharadwaj, 2014

A Guide for Transboundary Research Partnerships by the Swiss Commission for Research Partnerships with Developing Countries, 2012

Guidelines for Community Based Research, by University Neighborhood Partners, University of Utah, 2007

Guidelines for Research in Partnership with Developing Countries by the Swiss Commission for Research Partnership with Developing Countries, 1998

Institutionalizing Community University Research Partnerships: A User's Manual by UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, 2015

Introduction to Empowered Partnerships: Community-Based Participatory Action Research for Environmental Justice by Christopher M. Bacon, Saneta deVuono-Powell, Mary Louise Frampton, Tony LoPresti, and Camille Pannu, 2013

The Language and Methods of Community-Based Research by James M. Frabutt and Kelly N. Graves, 2016

Principles and Guidelines for Community-University Research Partnerships, by CARE (Community Alliance for Research and Engagement) at the Yale Center for Clinical Investigation, 2009

Principles of Best Practice for Community-Based Research by Kerry Strand, Sam Marullo, Nicholas J. Cutforth, Randy Stoecker, and Patrick Donohue, 2003

Translating Community-Based Participatory Research (CBPR) Principles into Practice: Building a Research Agenda to Reduce Intimate Partner Violence by Jessica G Burke, Sally Hess, Kamden Hoffmann, Lisa Guizzetti, Ellyn Loy, Andrea Gielen, Maryanne Bailey, Adrienne Walnoha, Genevieve Barbee, and Michael Yonas, 2013

What We Should Know About Community-Based Participatory Research by Margarita Echeverri, 2013

Why Am I Always Being Researched? by Chicago Beyond, 2018

END NOTES

1. For a thorough discussion of these and other CBR traditions see Frabutt, J. M., & Graves, K. N. (2016). The language and methods of community-based research. In M. Beckman & J. F. Long, *Community-based research: Teaching for community impact.* Sterling, VA: Stylus Publishing.
2. For an in-depth exploration of how and why community is defined in CBR see Chapter 2: Defining the Community and Power Relationships in Hacker, K. (2013). *Community-Based Participatory Research.* Thousand Oaks, CA: Sage.
3. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* [4th Edition]. San Francisco: John Wiley & Sons. (p. 3)
4. Example inspired by the experiences of CRC member Dr. Ivis Garcia
5. Example inspired by the work of the Chicago Global Indigeneity Project led by Dr. Megan Bang
6. For more on cultural humility see Yeager, K. A., & Bauer-Wu, S. (2013). Cultural humility: Essential foundation for clinical researchers. *Applied Nursing Research, 26*(4), 251–256.
7. This principle was outlined originally in National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1978). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research.* Bethesda, MD: The Commission.
8. Example inspired by the work of CRC member Dr. Adrienne Cachelin.
9. Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. New York: Zed Books Ltd.; Washington, H. A. (2006). *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. New York: Doubleday Books.
10. Museus, S. D., Ledesma, M. C., & Parker, T. L. (2015). Racism and racial equity in higher education. *AEHE Higher Education Report, 42*(1).
11. Example inspired by the work of CRC member Dr. Sara Hart

PHOTOS

- Page 5 photo from the Family-School Community Design Research Project, a partnership between the Community Advocate Network, the Salt Lake City School District, and the College of Education at the University of Utah. Photographer: Paul Kuttner. Used with permission.
- Page 6 photo from breast cancer project in rural Ghanian communities, a partnership between the Ensign College of Public Health, the College of Social Work, and the Department of Public Health at the University of Utah. Photographer: Dr. Steve Manortey. Used with permission.
- Page 8 photo from from Youth Voices, a partnership between the Somali Bajuni Community of Utah, Utah Museum of Fine Arts, Gender Studies, the Office of Student Success and Empowerment, and University Neighborhood Partners at the University of Utah. Photo by Ana Antunes. Used with permission.
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- Page 14 photo from the Savor community food project, a partnership between the Glendale/Mountain View Community Learning Center and Environmental and Sustainability Studies at the University of Utah. Photo by the Savor team. Used with permission.
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